

Policy

It is the policy of the Region of Queens to ensure that the following formal and informal performance appraisal processes, which were developed by the Human Resource Sub-Committee after consultation with staff, are implemented.

1.0 Specific Objectives

- 1.1 The objectives of this policy are to:
- a. establish a process whereby the work performance of each employee in the region can be informally evaluated on an ongoing basis
 - b. establish standards for quality and quantity of work
 - c. provide an annual formal review of each employee's work performance
 - d. encourage employees to continually consider their own work performance and to set personal performance standards and goals
 - e. assist in identifying specific requirements for the training and development of individual employees (or, if applicable, groups of categories of employees)
 - f. permanently record, on an objective basis, the work performance of each employee.

2.0 Responsibilities

- 2.1 The Council will:
- a. review, amend, and adopt changes to the *Performance Appraisal Policy*
 - b. review the performance of the Chief Administrative Officer in accordance with this policy
- 2.2 The Chief Administrative Officer (or designate) will:
- a. oversee the implementation and maintenance of the *Performance Evaluation Policy* throughout the region with the assistance of, and in consultation with, department heads/division heads

- b. monitor the effectiveness of the performance evaluation process and recommend to Council necessary additions, deletions, or modifications to the *Performance Evaluation Policy* where considered appropriate
- c. perform informal and formal performance appraisals

2.3 Department heads/division heads will:

- a. administer and co-ordinate performance evaluations within their respective departments, where applicable, in consultation with the Chief Administrative Officer
- b. recommend to the Chief Administrative Officer changes required in the performance appraisal process
- c. report annually to the Chief Administrative Officer on the departmental results of the formal performance evaluations undertaken

2.4 Supervisors will:

- a. administer and co-ordinate performance evaluations within their respective departments, in consultation with their department head and, where appropriate, the Chief Administrative Officer
- b. perform both informal and formal performance appraisals
- c. make every effort to be as objective as possible, basing the evaluation on standards of performance and applicable rules

3.0 General Procedure

3.1 Upon the introduction of the Performance Evaluation Policy, or the implementation of a revised policy:

- a. employees will be made aware of the new procedures
- b. all employees will be provided with an orientation session so that each may become thoroughly familiar with the performance appraisal system adopted by the region.
- c. prior to the completion of the annual formal evaluation and discussion of this evaluation with the employee, review the following aspects of the employee's record:
 - attendance record with the region
 - relevant background
 - education

- work history
- duties, responsibilities, standards and/or measures of performance pertaining to the employee's position and/or applicable rules and regulations of the region or department
- previous performance appraisal documents of the employee
- productivity and quality control records, as applicable
- samples of reports, project results and other work products generated by the employee
- opinions of other employees and supervisors who, in the course of their work, had dealings with the employee during the assessment period

Note: In particular, the supervisor, the department head, or the Chief Administrative Officer should keep records regarding the performance of the employee. From time to time, the supervisor should speak with the employee(s) for whom they are responsible and review weaknesses, strengths, and strategies for improvement. These discussions should be noted in an employee's records. In addition, employees should be given the chance to be a part of the evaluation process by allowing them to evaluate their own performance and compare it to the assessments performed by the supervisor, the department head, or the Chief Administrative Officer.

d. Salary increments will be approved by the Chief Administrative Officer.

3.2 Probationary Period Performance Evaluation:

Prior to the completion of an employee's probationary period, the supervisor (in consultation with the employee) will complete a probationary performance report in accordance with the Probationary Period Policy.

3.3 Annual Formal Evaluation:

- a. The informal approach should be an ongoing process whereby the Chief Administrative Officer, Department/Division Heads or supervisor provides continuous feedback to those individuals for whom they are directly responsible.

The formal approach will involve reviews as required by at least once a year at anniversary of employee starting in position. The reviews will be formally documented by way of using the *Employee Performance Evaluation Form (Appendix A)*.

- b. **The formal interview:** The supervisor will discuss the employee's annual formal performance appraisal report with the employee in order to reinforce an ongoing mutual understanding between the employee and the supervisor in terms of:

- the duties, responsibilities, and requirements of the position, and expected performance level
- any weak areas in the employee's performance and means to address these areas of concern
- positive aspects of the employee's performance and measures to maintain or further enhance these positive features
- short-term work goals which the employee should attempt to achieve
- long-term career objectives of the employee

The formal evaluation form will be signed by the employee and supervisor following the interview and discussion.

All performance appraisals, upon completion, shall be forwarded to the Chief Administrative Officer.

- 3.4 **Appeals:** Employees who feel that their overall rating does not represent a true evaluation of their performance over the review period should try to resolve these differences with their supervisor.

If an agreement cannot be reached, the employee shall have the opportunity to appeal, in writing, to the Chief Administrative Officer, within 15 days of the interview. Employees reporting directly to the Chief Administrative Officer shall have the opportunity to appeal, in writing, to Council within 15 days of the interview.

- 3.5 **Department/Division Heads' Reports:** The department heads shall report to the Chief Administrative Officer on:

- a. completion of the annual formal performance appraisal for each employee in their respective departments
- b. overall results of the performance appraisal process
- c. the steps to be taken to improve the performance of the departmental employees during the upcoming year (e.g. recommend training and development activities or changes in the quantity or allocation of work undertaken)

- 3.6 **Retention of the Performance Appraisal Records:** Following completion (including signatures), one copy of the evaluation shall be placed in the employee's personnel file and a copy shall be given to the employee and to the supervisor completing the report. Each employee, upon request to the Region, shall be permitted to review their personnel file in the presence of a supervisor within two days of such request.

3.7 Points to Remember During the Appraisal Process:

- a. Criticisms or praise should be communicated to employees, and discussed, on an ongoing basis.
- b. The purpose of the evaluation process should be explained. Point out that the review can make the employee a more valuable member of staff and provide greater opportunities for job satisfaction, usefulness, and promotion.
- c. Vague, indefensible, or indefinable criticisms of performance should be avoided.
- d. Talk about positive performance first.
- e. Remember that you are discussing an employee's performance; the objective is to improve performance, not to condemn the individual.
- f. Take into account that some failures of an employee may be the responsibility of the supervisor.

3.8 Definitions of Rating Used in Employee Performance Evaluation:

- A. **N/A** means that the category on the evaluation form does not apply to the employee's position that is being evaluated.
- B. **Unsatisfactory** is the level of performance which is considered inadequate to meet the requirements of the job. It means that almost every aspect of the individual's performance is below adequate standards and a review should be taken as to how to improve the individual's performance in the job.
- C. **Needs Improvement** is the level of performance which consistently falls below the requirements of the job. It does not mean that every aspect of the individual's performance is below adequate standards but that, in general, the employee does not meet the minimum requirement.
- D. **Meets Requirements** is that level of performance which is considered adequate to meet the requirements of the job. Some day-to-day variation is to be expected and may range, on occasion, from poor to very good. For the most part, however, satisfactory performance would be neither below the required level, nor consistently required standards.

E. **Exceeds Requirements** rating is reserved for the individual who consistently surpasses standards to adequate performance. Individuals who consistently do a good job should be rated satisfactory, not outstanding. An occasional instance of superior performance is not sufficient justification for an outstanding rating. Outstanding performance requires that the individual, more often than not, has exceeded the supervisor's expectations for satisfactory performance.

3.9 Salary Increments may be denied if the employee's performance does not meet the job requirements. The performance appraisal must clearly identify the following:

1. The areas of responsibility requirement improvement:
2. The actions to be undertaken by the Department Head and Employee.

If the employee does not agree with the reasons for denying the salary increment, the employee has the right to the appeal process as outlined in Section 3.4.

If the appeal process finds that the employee should not receive the increment, or the employee agrees with the appraisal and does not pursue the appeal format, then the following procedure shall be followed:

1. A review of the employee's performance will be undertaken three months from the date of the performance appraisal which denied the salary increment.
2. If at the end of the three month review the employee's performance is in the opinion of the department head is satisfactory, the employee shall receive a salary increment for the balance of the year.
3. If at the end of the three month review the employee's performance does not meet the required job standards, then the matter will be referred by the Department Head to the C.A.O. with a recommendation.

Approved by Council:

Employee Name:

Title:

Completed by:

Department:

Appraisal Period: _____ **TO** _____

Achievement of Results	N/A	Unsatisfactory	Needs Improvement	Good Solid Employee	Exceeds Requirements
Achieve Set Targets/Objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Successfully Completes Assigned Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meeting Deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Successfully Produces the Required Volume of Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizes Work Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budgets for Resource Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Initiative and Planning	N/A	Unsatisfactory	Needs Improvement	Good Solid Employee	Exceeds Requirements
Asks for Assistance when Needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingly takes action without specific instructions, when Appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independently establishes sound objectives or priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops and maintains schedules or courses of action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingly takes on new or increased responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undertakes Self-Development Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Quality of Work	N/A	Unsatisfactory	Needs Improvement	Good Solid Employee	Exceeds Requirements
Completes Work in a timely and efficient manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensures work is thorough and accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requires thorough and accurate work from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision making-proactive, does not procrastinate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Innovation-creative problem solving, ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Looks for Way to improve and promote quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors own work to ensure quality and quantity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

General Qualities/Abilities	N/A	Unsatisfactory	Needs Improvement	Good Solid Employee	Exceeds Requirements
Attendance Record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to handle a number of tasks simultaneously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to spend extra time at work when required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to learn/stay informed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to accept new ideas/approaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to keep up-to-date on relevant work-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks to resolve conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops Positive Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributes to Group Success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Judgment	N/A	Unsatisfactory	Needs Improvement	Good Solid Employee	Exceeds Requirements
Ability to analyze problem situations quickly and accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to make sound decisions when required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to react to difficult situations in a local practical manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to prioritize work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Job Related Skills	N/A	Unsatisfactory	Needs Improvement	Good Solid Employee	Exceeds Requirements
Proficient in required skills and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ability to learn new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeps current with new knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requires minimal supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands organizational relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses resources efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge/understanding of computer applications required for job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skill in operating machines or equipment required for the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has thorough knowledge and understanding of departmental policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Communication/Interpersonal Skills	N/A	Unsatisfactory	Needs Improvement	Good Solid Employee	Exceeds Requirements
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Uses effective verbal communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses effective written communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to work in a team environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses effective modes of communication with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to accept direction and constructive criticism from colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Customer Services	N/A	Unsatisfactory	Needs Improvement	Good Solid Employee	Exceeds Requirements
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Exhibits courtesy and care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deals with difficult customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes responsibility in representing the Region's intended image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays appropriate business etiquette	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds to internal/external customers in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

GOALS

The following short and long-term goals for improvement of employee performance will be developed in collaboration with the reviewer(s) and will be based upon results of the performance appraisal.

The goals may address the following questions:

1. What has to be improved?
2. What training/education programs will/should be undertaken as a result of the assessment?
3. What is the time frame necessary to reach these goals?
4. What are some of the specific measurable output goals?

SHORT TERM GOALS:

Goal 1:

Goal 2:

Goal 3:

Goal 4:

Long Term Goals

Goal 1:

Goal 2:

Goal 3:

Goal 4:

Employee Comments:

Recommended for Salary Increment

Yes No

Top of Scale

If not recommended for Salary Increment, Outline Reasons and Recommend Objectives

This evaluation has been reviewed with me and my comments are outlined above:

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____